

New Academies in Tameside

Deputy Principal Role

Job Description, Person Specification and Application Form

January 2015



1 Introduction

The role of the Deputy Principal is a unique opportunity to work with the Executive Principal to oversee the establishment of two new academies in Tameside.

This is the second post to be advertised by the Trust and alongside the Executive Principal is an integral role in the development of the Trust.

The Deputy Principal will work with the Executive Principal initially focusing on the development and implementation of the academies' vision, appointing the staff, developing the curriculum, building community relationships and growing the academies.

The Executive Principal will also be involved in the development of the Trust as a sponsor in the North West – building on the positive reputation that Carillion already enjoys in the region and forming strong relationships with Tameside and the local community of schools.

2 Job Description

1.	
2. JOB FAMILY:	Education, Training and Development
3. JOB LEVEL:	D
4. JOB PROFILE NAME:	Deputy Principal
5. LINE MANAGED BY: (JOB PROFILE NAME)	Executive Principal
6. PROFESSIONALLY REPORTS TO: (JOB PROFILE NAME)	Executive Principal
(a) CARILLION ACADEMIES TRUST OVERVIEW	
<p>Carillion Academies Trust is a fresh and innovative model of Trust that will combine educational expertise with business and commercial understanding. In this way we will support children and young people to achieve educational success and then use this to progress effectively into the world of employment.</p> <p>Our academies will include schools across the age, achievement and challenge continuum but they will have common threads. Trust schools will be dynamic, they will set achievement at the heart of what they do, they will understand their significance to the community and a moral purpose will inform their work. Additionally, they will take a collective responsibility for our success, leverage the capacity and capability within all our schools - particularly those that demonstrate outstanding practice.</p> <p>Carillion Academies Trust aims to extend opportunity for young people and their communities by raising standards, providing environmental and cultural conditions for pupils, students, teachers and educational leaders to set their aspirations high and realise their goals.</p>	

(b) CARILLION ACADEMIES TRUST APPROACH

Carillion Academy Trust is a DfE approved sponsor focused on inspiring, motivating and supporting individuals to achieve success.

Our focus is on:

- excellence: supporting all academies to become outstanding;
- progression: supporting the academic progress, personal progress and progression to employment of young people;
- building Capacity: investing in the professional development of all of our staff to empowering them to succeed;
- leading Edge Practice: encouraging our academies to engage in action research to drive best practice; and
- communities: rooting our academies in their community and promoting collaboration within the Trust and with local schools.

(c) CARILLION ACADEMIES TRUST FUNCTION

The Trust provides a full range of academy requirements and has identified a set of Trust Standards to reflect how we support academies to achieve. This includes:

- school improvement and performance;
- finance & governance;
- professional development & HR;
- estates improvement;
- ICT and learning technologies; and
- community.

Our business plan is to: support a network of outstanding academies; develop a leading edge partnership; raise the academy profiles; and place them at the forefront of education nationally.

(d) JOB FAMILY

Any role within Education, Training or Learning services will belong to this job family.

(e) PURPOSE OF THE JOB

Senior Education Leader working with the Executive Principal to drive the academies forward including:

- focusing on achieving the academies aims and objectives with a view to achieving the Ofsted status of 'outstanding'
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- ensuring the effective and efficient day to day management of the academy
- taking responsibility for the academy in the absence of the Executive Principal;
- taking responsibility for child protection issues as appropriate; and
- taking responsibility for promoting and safeguarding the welfare of children and young people within the academy.taking responsibility for the academy's provision for pupils with special educational needs
- taking responsibility for managing the pastoral care of pupils
- taking responsibility for leading the early years department

The nature of responsibility for this post will vary as the academy grows and pupil numbers rise. Initially the responsibilities listed above will only include pupils in Nursery and Reception.

The remit of this role is outlined in the School Teachers' Pay and Conditions Document including the conditions of employment for Deputy Principal teachers and the National Standards for Teachers

(f) KEY OBJECTIVES OF THE JOB

Key objectives of the role include:

1.02 Shaping the future

- play a leading role in the strategic direction of the academies and the academy self-evaluation and planning process;
- in partnership with the Executive Principal manage academy resources;
- devise, implement and monitor action plans and other policy developments;
- lead by example to motivate and work with others;
- in partnership with the Executive Principal, lead by example when implementing and managing change initiatives; and
- promote a culture of inclusion within the academy community where all views are valued and taken in to account.

Leading teaching and learning

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Work with the Executive Principal to raise standards through staff appraisal management
- Lead the development and delivery of training and support for staff
- Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils
- Work in partnership with the Executive Principal in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented
- With the Executive Principal, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality
- Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school
- Develop, review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
- Ensure through leading by example the active involvement of pupils and staff in their own learning
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

7. Developing self and others

- support the development of collaborative approaches to learning within the academy and beyond;
- organise and support the induction of staff new to the academy and those being trained within the academy;
- act as an induction co-ordinator for NQTs and have responsibility for students on teaching practice and those undertaking work experience, as appropriate;

- participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the academy in the absence of the Executive Principal;
- be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn;
- take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting;
- work with the Executive Principal to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the academy improvement plan and performance management; and
- lead the annual appraisal process for all identified support and teaching staff.

8. Managing the organisation. Work with the Executive Principal to;

- lead regular reviews of all academy systems to ensure statutory requirements are being met and improved on where appropriate;
- ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication;
- undertake key activities related to professional, personnel/HR issues;
- manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability;
- ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the academy;
- be a proactive and effective member of the senior leadership team;
- ensure the day-to-day effective organisation and running of the academy including the deployment of staff as appropriate; and
- to undertake any professional duties, reasonably delegated by the Executive Principal.

(a) Community Engagement

- work with the Executive Principal in developing the policies and practice, which promote inclusion, equality and the extended services that the academy offers;
- support the Executive Principal in reporting the academies performance to its community and partners;
- develop and maintain contact with all specialist support services as appropriate;
- promote the positive involvement of parents/carers in academy life;
- organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties;
- strengthen partnership and community working; and
- promote positive relationships and work with colleagues in other academies, schools and external agencies.

(b) JOB LEVEL OVERVIEW

The role is to play a major part in the senior management of the academy, working within the context of the Trust, to ensure the success of the academy as an organisation and the individuals within it.

Carillion Academies Trust has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce.

The post you are applying for involves working with children and/or young people and you will be subject to Carillion Academies Trust's safer recruitment process.

(c) MAIN ACCOUNTABILITIES

(d) OPERATIONAL ACCOUNTABILITIES

The Deputy Principal is accountable to the Executive Principal and will support the Executive Principal to:

- set the direction of the academy providing clear vision and direction;
- support the development of the Academy Improvement Plan with planning horizons typically up to 3 years;
- support the approach to academy self review, monitoring the quality and impact of the work of the academy;
- develop an organisation in which all the staff recognise that they are accountable for the success of the academy;
- provide information, objective advice and support to the Local Advisory Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money;
- ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the academies' targets for improvement;
- manage Health and Safety policy and standards; and
-

(e) FINANCIAL ACCOUNTABILITIES

The Deputy Principal of the academy will have the following financial responsibilities.

- Support the Executive Principal in budget planning.
- Awareness and accountability for departmental budgets with a focus on best value.
- Support the effective allocation and use of resources.

(f) PEOPLE ACCOUNTABILITIES

The Deputy Principal of the academy support the Executive Principal with the following people accountabilities:

- Responsibility for senior leaders within school
- Responsibility for teaching leads to ensure best performance in school as and when such positions are recruited
- Responsibility for people management, performance management, employee welfare and development

(g) KNOWLEDGE AND APPLIED SKILLS

- Excellent Communication and Interpersonal Skills
- Decision Making
- The ability to challenge
- ICT Skills
- People management
- Effective Team Player
- Motivation and inspirational to others
- Networking/ relationships with external agencies

(h) BEHAVIOURIAL COMPETENCIES

People Success Factors:

- Planning & Organising
- Achieving and Doing
- Building Relationships
- Delivery through People
- Business Awareness
- Customer Focus
- Contributing to Continuous Improvement
- Dealing with Change

(i)

(j) ADDITIONAL ROLE INFORMATION

- Qualified Teacher.
- Previous Leadership Experience in a school / academy.
- Evidence of whole school responsibilities.
- Up to date knowledge of statutory regulations and guidance relating to the post incl: National SENco Award

(k) BENEFITS PACKAGE

Salary and benefits in line with the Carillion benchmark and the National Teaching Pay standards

3 Person Specification

PERSON SPECIFICATION				
Attributes	Essential	How tested	Desirable	How tested
Qualifications/ Training				
Education	Degree QTS	AF	National Award for SENCOs or willingness to undertake this, if required Master's degree Higher qualification, Postgraduate courses.	AF
Professional Development	Evidence of sustained participation in professional development, especially a school leadership programme or similar. Experience of leading effective professional development.	AF	Leading CPD with other schools / agencies.	AF
Experience				
Teaching	Evidence of successful teaching in a variety of classroom contexts across the foundation and primary age range.	AF/I	Experience of a wider range of schools	AF/I
Schools	Experience of leading a major school improvement programme which has had demonstrable impact on improving teaching and achievement.	AF	Experience of school to school improvement initiatives.	AF
Leadership and Management Responsibility	At least three years' experience as a senior manager, including successful experience of: - strategic planning; - staff development; - school / community development; - child protection and safeguarding and; - involvement with outside agencies or partners	AF/I		AF/I
Resources	Successful experience of: - managing staff;	AF/I	Experience of working with external partners to enhance educational opportunities. Experience of managing, monitoring and controlling a budget / premises management	AF/I

Attributes	Essential	How tested	Desirable	How tested
Knowledge and Understanding				
National Framework	Knowledge and understanding of the statutory requirements for education and the OFSTED Framework. Familiarity with national policies and the implications of academy status.	AF/I		AF/I
Teaching and Learning	Knowledge and experience of improving the quality of teaching and learning. Knowledge of effective actions to improve progress of vulnerable groups and prepare pupils to live in a culturally diverse society.	AF/I		AF/I
Standards	Know the characteristics of an effective school and strategies to raise pupil achievement, effectively manage behaviour and improve attitudes to learning. Knowledge of how to maximise progress for pupils with SEN. A strong understanding of data management Understanding of how to set appropriate pupil targets and measure value added.	AF/I	Experience of working in a school to school context to raise standards and improve provision especially 'closing the gap'.	AF/I
Curriculum	Understanding of how to develop a curriculum which is broad and balanced and meets the needs, aptitudes and interest of pupils. A willingness to embrace our approach to, 'Discovery, adventure and explanation within the curriculum' A good understanding of assessment, recording and reporting and how it is used to raise achievement.	AF/I	Experience of leading curriculum development across the age range of the school and working with external partners to support this process.	AF/I
Parents and Community	Understanding of the role which can be played by parents and the community to improve pupil learning and standards. Experience of working directly with parents to raise standards and involvement with the local community.	AF/I AF/I	Working with and supporting community projects	
Governance	Knowledge of effective governance and how to develop the role of the Local Advisory Body.	AF/I	First-hand experience of successful work with governors.	AF/I
Skills				
Leadership	Ability to lead, provide a clear vision, inspire and engender respect. Understands and takes account of the longer term direction of education and learning. An incisive and clear strategic thinker. Ability to motivate pupils and staff, delegate responsibility, set personal high standards and provide a focus for	I		I

	improvement.			
Management	Ability to prioritise for self and others. A practical ability in coaching and developing others in order to improve performance and promote career development. The ability to establish and use monitoring systems, including Ofsted criteria, to determine progress and measure effectiveness Ability to manage underperformance. Resilience under pressure	AF/I		AF/I
Relationships	Self-awareness of the impact of own behaviour on others and the ability to respond appropriately to achieve results. Commitment to the Trust's and schools' wider communities.	I		I
Interpersonal and communication skills	Ability to express ideas clearly and concisely in writing and orally. Confident in the use of ICT and understands its impact both on internal and external relationships and learning. Flexible and approachable. Resilient under pressure. Able to deal sensitively with people and resolve conflicts. Positive and energetic approach to work.	AF/I I		I
Attitudes				
Education Philosophy	A commitment to raising achievement through partnership within the Trust, leaders, parents and other agencies. A determination to be outstanding and a desire to fulfil every pupil's potential. A willingness to support the ethos and vision of the Trust.	I	An understanding of the way schools can promote values and a moral code.	I I
Staff Development	Commitment to the professional and career development of all staff, teaching and non-teaching. Experience of leading Performance Management. Evidence of supporting staff development.	I	Played leading role in establishing a staff development programme.	AF/I
Inclusion	An active commitment to promote an inclusive ethos for the Trust and school	I	Evidence of effectively managing a fully inclusive system.	AF/I
Equal Opportunities	Commitment to equality of opportunity and meeting the needs of all pupils.	I	Understanding of the need to provide and promote positive role models.	AF/I I

AF = Application Form

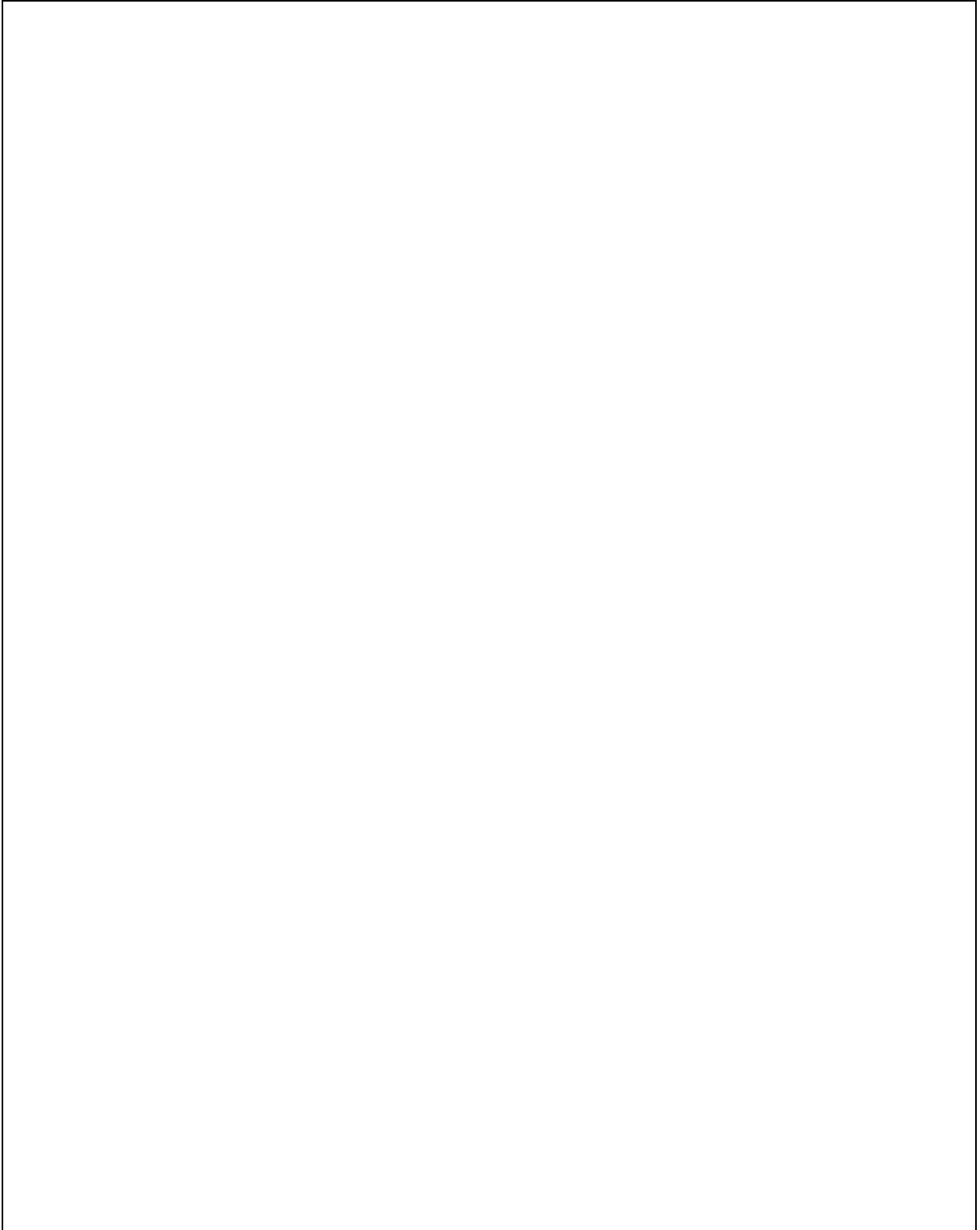
I = Interview and other activities

4 Application Form

9. Personal Details	
Surname:	Forename(s):
Title:	Details of any previous Surnames:
Position applied for:	
Address:	Telephone numbers: Home: Work: May we contact you at work? Mobile: Email:
Postcode:	National Insurance number:
DfE No:	Date of Qualification as a Teacher:
<p>Are you free to remain and take up employment in the UK?</p> <p>Please tick the relevant box: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Work Permit details, if appropriate:</p> <p>If you are selected for an interview, and before you can commence employment, you will need to provide documentary evidence that you are entitled to work in the UK. This will require you to produce original not a copy of the document(s) as shown in the Appendix.</p>	
<p>Compulsory Declaration of any Convictions, Cautions or Reprimands, Warnings or Bind-Overs:</p> <p>Jobs in schools/academies are exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. You must therefore declare, whether spent or not, any convictions, cautions or reprimands, warnings or bind-overs which you have ever had and give details of the offences. The fact that you have a criminal record will not necessarily debar you for consideration for this appointment.</p> <p>Do you have ANY convictions, cautions or reprimands, warnings or bind-overs?</p>	

15. Supporting Statement

Please use the space below to describe how your skills, knowledge and experience suit you to the nature of this role and also meet the Person Specification requirements of the role (please write no more than 2 sides of A4, using Font size Arial 10).



16. Referees

References will not be accepted from relatives or friends. Please give the names of two referees, one of whom must be your present or most recent employer.

We intend contacting referees prior to inviting you to formal interview. We reserve the right to take up references with any previous employer.

If you were known to any of your referees by another name please give details:

1st referee

Please confirm that we can contact before interview.

Name: _____

Position: _____

Address: _____

Tel: _____

Email: _____

In what capacity does the above referee know you?

2nd referee

Please confirm that we can contact before interview.

Name: _____

Position: _____

Address: _____

Tel: _____

Email: _____

In what capacity does the above referee know you?

How did you learn of this vacancy?

17. Declaration

I confirm to the best of my knowledge the information on this form is true and complete.

I understand that wilful falsification or omissions may, if I am appointed, result in my dismissal.

I am in possession of certificates for qualifications which I claim to hold.

I declare that I am not disqualified from working with children.

I consent to the processing of personal data as defined in the Data Protection Act 1998.

Signature:

Print Name:

Date:

Your application form should be emailed to info@carillionacademiestrust.org as soon as possible and no later than the closing date given in the advertisement.

Thank you very much for your interest in the post of Executive Principal and for the time and effort involved in completing this application.

The post for which you are applying is exempt from the provision of Section 4(2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Applicants are therefore, not entitled to withhold information about convictions which for other purposes are “spent” under the provisions of the Act, and, in the event of employment, any failure to disclose such convictions may result in dismissal by the Governors. Any information given will be completely confidential and will be considered only in relation to an application for positions by which the Order applies.

All information you send to us is strictly confidential and will be used for the purposes of this recruitment process only. It will be processed and held in accordance with the principles of the Data Protection Act (1998).

Equalities Monitoring Form

Completion of this section will help us to ensure that our workforce reflects the diverse make-up of the local community. To ensure our policies and procedures are not discriminatory, we monitor job applicants and the diversity make-up of our current workforce, as part of our internal processes, such as training. The information you give is confidentially managed; this section will be separated from your application and does not form part of the selection process. It will greatly assist us if you provide as much information as possible, but you are not obligated to do so.

Ethnic Origin				
(please tick one box only, indicating the category that best describes your ethnic origin)				
White	British	<input type="checkbox"/>	Irish	<input type="checkbox"/>
	Any other White background (please specify)			
Mixed	White & Black Caribbean	<input type="checkbox"/>	White & Black African	<input type="checkbox"/>
	White & Asian	<input type="checkbox"/>		
	Any other Mixed background (please specify)			
Asian or Asian British	Indian	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>
	Bangladeshi	<input type="checkbox"/>		
	Any other Asian background (please specify)			
Black or Black British	Caribbean	<input type="checkbox"/>	African	<input type="checkbox"/>
	Any other Black background (please specify)			
Chinese	Chinese	<input type="checkbox"/>		
Other	Any other ethnic background (please specify)			

Gender (please tick)	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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Age Range (please tick)	Up to 19	<input type="checkbox"/>	46 – 55	<input type="checkbox"/>
	20 – 25	<input type="checkbox"/>	56 – 65	<input type="checkbox"/>
	26 – 35	<input type="checkbox"/>	Over 65	<input type="checkbox"/>
	36 – 45	<input type="checkbox"/>		

Disability (please tick)	
Do you consider yourself to be disabled?	Yes / No
If yes, do you consider yourself to be disabled under the terms of the Disability Discrimination Act?	Yes / No
The Disability Discrimination Act 2005 defines disability as 'a physical or mental impairment which has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities'.	

Appendix

Under the **Immigration, Asylum and Nationality Act 2006**, before you can commence employment you will need to provide documentary evidence that you are entitled to work in the UK. This will require you to provide the relevant original document, or documents, detailed in either List A or List B below. The document(s) will be checked and a copy retained on the individual's personnel file. Photocopies of originals - even those supposedly certified as a "true copy of the original" by a lawyer will not be accepted as proof of eligibility to work in the UK.

LIST A

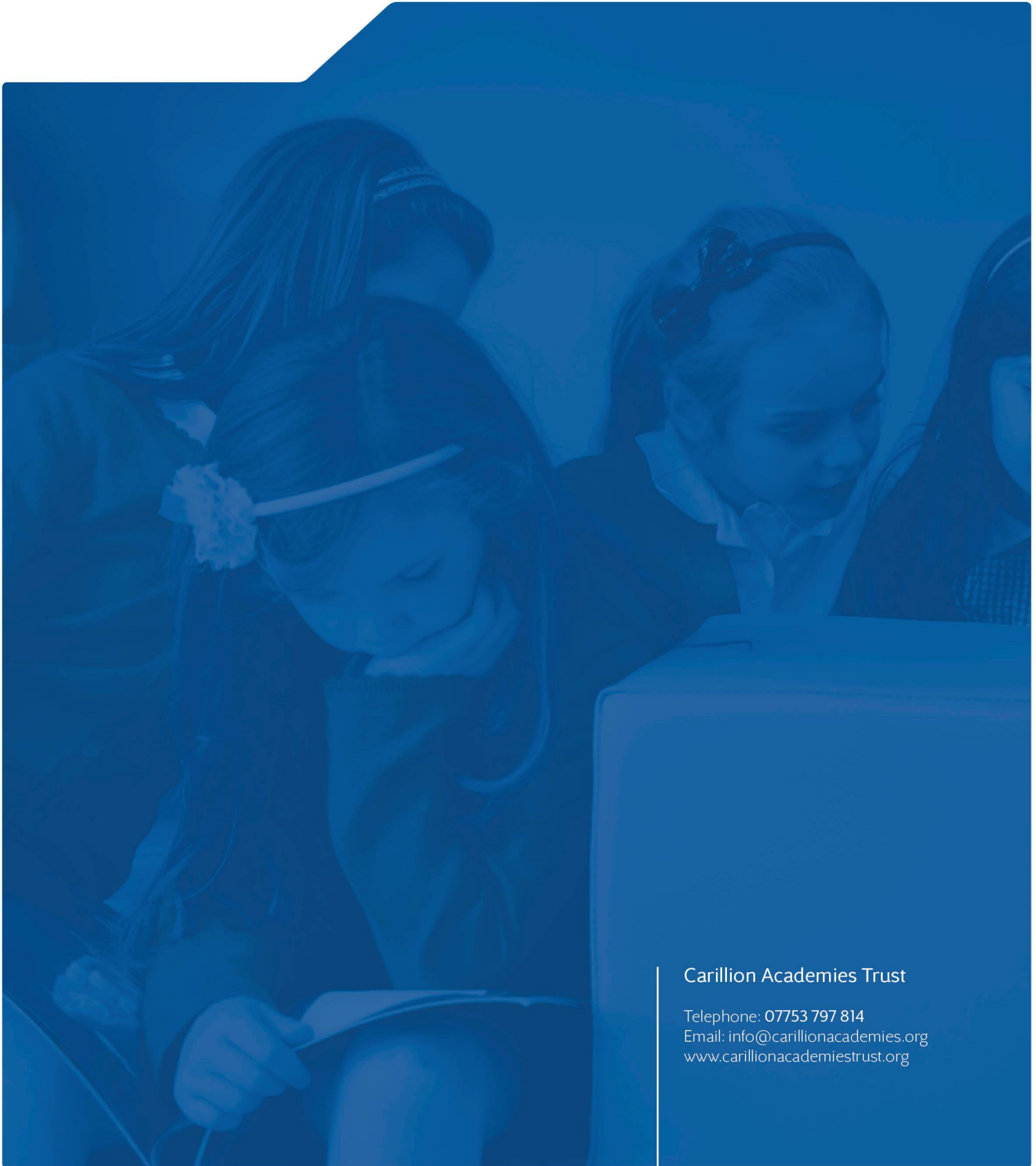
- A passport showing that you, or a person named in the passport as your child, are a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
- A passport or a national identity card showing that you, or a person named in the passport as your child, are a national of a European Economic Area country or Switzerland.
- A residence permit, registration certificate or document certifying or indicating permanent residence issued by the Home Office or the UK Border Agency to a national of a European Economic Area country or Switzerland.
- A permanent residence card or document issued by the Home Office or the UK Border Agency to the family member of a national of a European Economic Area country or Switzerland.
- A passport or other travel document endorsed to show that you are exempt from immigration control, are allowed to stay indefinitely in the UK, have the right of abode in the UK, or have no time limit on your stay in the UK.
- An Immigration Status Document issued by the Home Office or the UK Border Agency to you with an endorsement indicating that you are allowed to stay indefinitely in the UK or have no time limit on your stay in the UK, **when produced in combination with** an official document giving your permanent National Insurance Number and your name issued by a Government agency or a previous employer.
- A full birth certificate issued in the UK which includes the name(s) of at least one of your parents, **when produced in combination with** an official document giving your permanent National Insurance Number and your name issued by a Government agency or a previous employer.
- A full adoption certificate issued in the UK which includes the name(s) of at least one of your adoptive parents, when **produced in combination with** an official document giving your permanent National Insurance Number and your name issued by a Government Agency or a previous employer.
- A birth certificate issued in the Channel Islands, the Isle of Man or Ireland, **when produced in combination with** an official document giving your permanent National Insurance Number and your name issued by a Government agency or a previous employer.
- An adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, **when produced in combination with** an official document giving your permanent National

Insurance Number and your name issued by a Government agency or a previous employer.

- A certificate of registration or naturalisation as a British Citizen, **when produced in combination with** an official document giving your permanent National Insurance Number and your name issued by a Government agency or a previous employer.
- A letter issued by the Home Office or the UK Border Agency to you which indicates that you are allowed to stay indefinitely in the UK **when produced in combination with** an official document giving your permanent National Insurance Number and your name issued by a Government agency or a previous employer.

LIST B

- A passport or travel document endorsed to show that you are allowed to stay in the UK and are allowed to do the type of work in question.
- A Biometric Residence Permit issued by the UK Border Agency to you which indicates that you can stay in the UK and are allowed to do the work in question.
- A residence card or document issued by the Home Office or the UK Border Agency to a family member of a national of a European Economic Area country or Switzerland.
- A work permit or other approval to take employment issued by the Home Office or the UK Border Agency **when produced in combination with** either a passport or another travel document endorsed to show that you are allowed to stay in the UK and are allowed to do the work in question, or a letter issued by the Home Office or the UK Border Agency to you or the Company confirming the same.
- A Certificate of Application issued by the Home Office or the UK Border Agency to or for a family member of a national of a European Economic Area country or Switzerland stating that you are permitted to take employment which is less than six months old **when produced in combination with** evidence of verification by the UK Border Agency Employer Checking Service.
- An Application Registration Card (ARC) issued by the Home Office or the UK Border Agency stating that you are “allowed to work” or “employment permitted”, **when produced in combination with** evidence of verification by the UK Border Agency Employer Checking Service.
- An Immigration Status Document issued by the Home Office or the UK Border Agency to you with an endorsement indicating that you can stay in the UK, and are allowed to do the type of work in question, **when produced in combination with** an official document giving your permanent National Insurance Number and your name issued by a Government agency or a previous employer.
- A letter issued by the Home Office or the UK Border Agency to you or the Company, which indicates that you can stay in the UK and are allowed to do the work in question **when produced in combination with** an official document giving your permanent National Insurance Number and your name issued by a Government agency or a previous employer.



Carillion Academies Trust

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